```
┌──────────────────────┐                    ┌───────────────────────────────┐                   ┌──────────────────────┐
│       English        │ ◄──────┐           │ Poetry: Imitation as the Sincerest │          ┌──► │      10th Grade      │
└──────────────────────┘        │           │        Form of Flattery        │          │      └──────────────────────┘
                                 │           │ This lesson uses Internet resources and │      │
┌──────────────────────┐        ◄──────────► │ electronic discussion groups to analyze, critique, │ ──► ┌──────────────────────┐
│ English 9.8, 10.5, 10.8 │                   │       and create poetry.        │           │      C/T 12.2, 12.4   │
└──────────────────────┘        ┌──────────► └───────────────────────────────┘          │      └──────────────────────┘
                                 │                                                          │
┌──────────────────────┐        │                                                          └──► ┌──────────────────────┐
│ Asynchronous Discussion, │ ◄──┘                                                              │    Self-expressive   │
│   Independent Work     │                                                                   │     Understanding    │
└──────────────────────┘                                                                    └──────────────────────┘
```

Poetry: Imitation as the Sincerest Form of Flattery
Rich Fletcher
Robert E. Lee High School
Staunton City Public Schools

Curriculum Area	English
Subject Area	Poetry Analysis and Writing
Grade Level	10th grade (and 9th grade)
Learning Objectives	- The student will analyze and critique the poetry of one major poet. - The student will write an original poem. - The student will use multiple sources (databases, Internet, books) to acquire information. - The student will use electronic discussion groups. - The student will use attachments when sending an electronic message.
Correlation to the SOL	English 9.8, 10.5, 10.8 C/T 12.2, 12.4
Video/Technology Hardware/Software Needed	**For class:** Computer with Internet connection Word Processing software (such as *Microsoft Word* or *ClarisWorks*) **Web Sites:** *Best Poetry* (requires a subscription and is optional) http://www.bestpoetry.com *The CMU Poetry Index* http://eserver.org/poetry/ *A Celebration of Young Poets* http://www.poeticpower.com/ *Poetry Pals: A K-12 Student Poetry Publishing Project* http://www.geocities.com/EnchantedForest/5165/index1.html *The Poetry Zone* http://www.poetryzone.ndirect.co.uk/index2.htm *Virtual Poetry Workshop* http://www.writenet.org/indexWVW.html *20th Century Poets* http://library.thinkquest.org/27071/
Materials Required	**For class:** Books of various poets' works

Procedures/Activities	1. The students read three poems of one major poet (Emily Dickinson, Robert Frost, Carl Sandburg, Shakespeare, Sylvia Plath, Richard Wilbur, etc.). They must use a combination of books and the Internet, with at least one poem coming from the Internet. Students need to get copies of each poem (the project is easier if they can write on each poem). 2. Using various resources, including Internet sites mentioned above, the students then analyze the author's style and thematic ideas/messages. Using a word processor, they complete a chart that compares the thematic ideas, poetic devices, organization, structure, rhythm, rhyme, and sound devices the poet uses in each poem. 3. Once the analysis is complete, students identify common threads in each of these areas and write an original poem that emulates the author's style. 4. Students then type the poem and post it on a poetry discussion group as an attachment. After explaining the assignment/situation to others in the discussion group, the students ask for feedback. 5. Based on critiques of their efforts, students revise the poem and re-post it. 6. Through a conference with the teacher or by writing a persuasive essay, students defend their emulation of the original author's work.
Content Assessment	The student is assessed based on the completeness of his/her analysis of the chosen poet and the ability to defend his/her poem as emulating the style of the original poet.
Technology Integration Assessment	The teacher will assess student use of the technology through observation.
Extensions	**Music:** Students can write music for their poem to make an original song. **Art:** Students can create original artwork to illustrate their poems.